



# 2013 Annual Report

Pre- Kindergarten Enhancement and Expansion Amendment Act of 2008



ORR Elementary School, 2012

September 30, 2013

**Pre-Kindergarten Enhancement and Expansion Act of 2008 Report  
(D.C. Law 17-202)**

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## EXECUTIVE SUMMARY

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Research continues to reinforce that what children learn before kindergarten affects their learning and success for life. The early years before kindergarten are unique; they lay the foundation for all future learning and social development and cannot be duplicated later in life. This summer, the Office of the State Superintendent of Education collaborated with the Executive Office of the Mayor (EOM), DC Action for Children and other constituents conducted research on the proficiency of early learners in the District. Similar to other national studies, the DC Action for Children research found that, “every dollar invested in high- quality early childhood programs yields a \$2-3 increase in per- capita earnings in the long term”<sup>1</sup>. This report augments the Mayor’s call to action in his “One City Action Plan” to increase the number of early childhood development programs that meet high quality standards and increase the number of children who are ready for school when they enter Kindergarten.

Additionally, there is political momentum to focus on quality before children enter into Pre-K. The 2013 DC Market Rate Survey identifies child care prices and the geographic distribution of these prices across the District of Columbia. Prices vary by several factors including the age of the child served, type of care (family child care, center, and certified family care), the local supply and demand for child care, and facilitated perceptions of the capacity of families to pay for care. This survey identified the need to invest in high quality early learning opportunities in the child care subsidy program, given the disparity found between the cost of private child care and reimbursement rates for child care subsidy. Specifically, OSSE determined that the reimbursement rates for infants and toddlers must be increased in order to aggressively support high quality care before children’s public Pre-K education. In FY14, OSSE will receive \$11 million to increase the number of early childhood infant and toddler slots by 200 and enhance the quality of existing slots by increasing the child care subsidy rate. Through these initiatives, the city can offer more enhanced services to District children prior to their Pre-Kindergarten experience.

The Pre-Kindergarten Program managed by OSSE is the result of the Pre-K Enhancement and Expansion Act of 2008 (“the Act”), D.C. Code §§ 38-271 – 38-275. All children with verified residency in the District of Columbia who are of Pre-Kindergarten (Pre-K) age are eligible to be served in the Pre-Kindergarten Program regardless of race, ethnicity, income, religion or membership in other protected groups. The legislation defines “Pre-K age” as children three (3) years of age on or before September 30<sup>th</sup> of the upcoming school year, or four (4) years of age, and children who become five (5) years of age after September 30<sup>th</sup> of the upcoming school year. This legislation is a key part of OSSE’s mandate to ensure that all District of Columbia children are ready for school and that all District children receive an excellent education for success in the 21<sup>st</sup> century.

### WHAT IS PUBLIC PRE-K IN D.C.?

Public Pre-K consists of locally funded classrooms that receive uniform per-student funding (UPSFF) allocated at \$12,226 for Pre-K3 and \$11,861 for Pre-K4 along with subsidized child care programs that receive reimbursements for low income families. Parents can select between three types of UPSFF Pre-K: (1) DC Public Schools (DCPS); (2) DC Public Charter Schools (PCS); and (3) community-based organizations (CBOs) who are Pre-K grantees. A few key findings related to the capacity of DC’s Pre-Kindergarten programs are highlighted below:

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<sup>1</sup> DC Kids Count Policy Brief, Third Grade Proficiency in DC: Little Progress (2007-2011), December 2012. Accessed at: [http://www.dcactionforchildren.org/sites/default/files/3rd%20grade%20policy%20brief\\_FINAL.pdf](http://www.dcactionforchildren.org/sites/default/files/3rd%20grade%20policy%20brief_FINAL.pdf)

- The District has sufficient capacity to educate the 15,314 three- and four-year-old children in the District with a capacity of 17,130 slots among DCPS, PCS, and CBOs (*U.S. Census Bureau, American Community Survey, 1 year estimate, 2011*).
- Approximately 86 percent of all three- and four-year-olds in DC were enrolled in publicly funded Pre-K programs with 11,919 children attending UPSFF programs and another 1,263 children attending subsidized programs.
- 5,718 Pre-K-aged children benefited from Head Start programming at either 65 Title 1 DCPS schools (5,029 seats) or in CBOs (689 seats).
- Fifteen Pre-K Assistance Grants were awarded to programs to improve quality in all Pre-K sectors. Each grantee was awarded up to \$25,000 for two years, to enhance teacher training opportunities; receive accreditation; purchase curriculum and assessment materials; and increase parent involvement.

**KEY HIGHLIGHTS**

As required by Sections 104, 105, and 204 of the Pre- Kindergarten Enhancement and Expansion Act of 2008 (Pre-K Act), OSSE is pleased to report to the Mayor and the Council on:

- The current capacity of all existing Pre-K programs;
- The number of children for whom Pre-K is available;
- The manner in which Head Start Programs are incorporated in the early child care and education delivery system;
- The adoption of the District of Columbia Common Core Early Learning Standards;
- The criteria used in evaluating grant applications;
- The number of grant applications received and awarded; and
- Amount and grant rationale for each grant and progress of each grantee

## SECTION 104: ANNUAL CAPACITY AUDIT

### CURRENT CAPACITY AUDIT OF ALL PUBLIC PRE-K PROGRAMS

To provide sufficient quality slots in public Pre-K education, the Act requires a delivery system, utilizing three types of classrooms: DC Public Schools (DCPS), Public Charter Schools (PCS), and Community Based Organization's Pre-K grantees (Pre-K CBOs). Services in all sectors are funded according to the Universal per Student Funding Formula (UPSFF) for three- and four-year-olds. Parents can select among these options within 37 Local Education Agencies (LEAs): DCPS has 85 sites; 36 charter LEAs have 61 sites; and Pre-K CBOs have 20 sites as listed in Appendix A.

The US Institute of Education Sciences (2012) reports that 20 percent of three- and four-year-olds are generally at home in parental care; as such, 80 percent capacity could lead to universal access to Pre-K<sup>2</sup>. According to the US Census Bureau, 2011 American Community Survey<sup>3</sup>, the District of Columbia has 15,314 three- and four-year-old children. The data in Table 1 indicates that there is the capacity to serve 17,130 Pre-K children in DCPS, PCS and CBOs. The District has exceeded the threshold for universal access to Pre-K for all three- and four- year-olds.

Table 1 provides data on the capacity and enrollment of children in UPSFF-funded Pre-K programs across all wards and in all sectors, as well as the capacity utilization. During SY 2012-2013, there was the capacity for 17,130 children in the public funded Pre-K programs, with 13,182 children participating for a capacity utilization of 76 percent (see ward level data in Appendix B).

**Table 1. Pre- K Program Capacity and Utilization**

FY13 PRE-K UTILIZATION BASED ON 2011 CENSUS ESTIMATE						
Sector	Funding Source	Sites	Enrollment	Capacity	Utilization	Available Slots
DCPS	UPSFF	85	5,583	6,068 <sup>i</sup>	92%	485
PCS	UPSFF	61	5,863	5,922	99%	59
CBOs – PKEEP	OSSE @ UPSFF Rate <sup>4</sup>	16	473	496	99%	23
CBOs and Homes	Subsidy	120	1,263	4,644	27%	3,381
<b>TOTAL</b>		<b>282</b>	<b>13,182</b>	<b>17,130</b>	<b>76%</b>	<b>3,948</b>

The 20 Pre-K CBOs who were awarded Pre-K enhancement grants were selected by an OSSE-administered grant competition. In FY13, 37 Pre-K enhancement classrooms served 473 children. Section 301 of the Pre-K Act mandates that OSSE 'shall use its best efforts to ensure that over a 5-year period a minimum of 25 percent of all new Pre-K programs are operated by CBOs', indicating the importance of ensuring that parents have a Pre-K CBO option in addition to the public schools. (Currently, 13 percent (1,736) of the Pre-K students are enrolled in CBOs.)

<sup>2</sup> See <http://nces.ed.gov/fastfacts/display.asp?id=4>

<sup>3</sup> 2012 American Community Survey, 1 year estimates not available until 09/24/2013

<sup>4</sup> OSSE UPSFF Does not include facilities, Special Education, or ELL add-ons that schools receive

## NUMBER OF CHILDREN FOR WHOM PRE-K IS NOT AVAILABLE

For the 2012 annual report, OSSE commissioned a household survey to identify parents who wished to find a Pre-K slot, but could not find an available space in any program. The survey did not identify parents who were unable to find an available slot, although it did find parents who were unable to find slots at the preferred program for their child. As shown in Table 1, nearly four thousand available slots were identified this year for three- and four -year-olds, the majority of which were located in subsidized programs targeted towards the lowest income families. Therefore, slots are available for all children, although some do not meet the preference of the parent.

## MANNER IN WHICH HEAD START PROGRAMS ARE INCORPORATED INTO EARLY CARE

As shown in Table 2, in SY 2012-2013, 5,718 children participated in a Head Start program across the District. Children could participate either in a Title 1 DCPS school or at a Head Start grantee program.

The US Department of Health and Human Services (DHHS) and the United Planning Organization (UPO) combined their funding for 1,782 Head Start seats with the DCPS funding to provide 5,029 Head Start Pre-K seats in Title I schools. UPO also funds slots outside of DCPS within five (5) delegate agency programs and three (3) direct grantee programs (see appendix C for list of programs offering federally funded Head Start slots). This model allows DCPS Pre-Kindergarteners to experience services that meet the Head Start standards for education, health, mental health, and nutrition, and other wrap around services.

**Table 2. Head Start Participants, School Year 2011-2012<sup>3</sup>**

Program	Number of Sites	Funded Slots
DCPS	65	5,029
Delegate Agencies <sup>5</sup>	5	443
<b>Total</b>	<b>70</b>	<b>5,472</b>

<sup>5</sup> Head Start CBO Program Information Report (PIR) self-reported data from Rosemount, Bright Beginnings, United Planning Organization, Educare, and Edward Mazique Center.

## SECTION 105: ANNUAL REPORT TO THE COUNCIL

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The Pre-Kindergarten Enhancement and Expansion Act of 2008 requires an annual report on the status of Pre-K for all sectors, accompanied by the required independent quality evaluation, which shall include OSSE's assessment of the annual achievements made as measured against the benchmarks developed: number and success of the quality improvement plans implemented; status of the monitoring; assessment, and accountability process for all Pre-K programs; and results of the current capacity audit of all Pre-K programs.

Consistent with Section 105 (b) of the Act, OSSE aligned the District's early learning standards to the Common Core State Standards (CCSS) and the *Head Start Child Development and Early Learning Framework*. The standards establish uniform educational benchmarks for children based upon ages and grade levels. They focus on the whole child because a young child's learning and development are interrelated and cross all areas of education.

In addition, OSSE is launching the District's first Kindergarten Entry Assessment (KEA) pilot during SY13-14 as well as the Quality Rating Improvement System (QRIS) in Spring 2014. Both the KEA and the QRIS are evaluative tools that will determine the level of school readiness of kindergarten children in the District of Columbia, and provide a comprehensive monitoring, assessment, and accountability process for all programs within the Pre-K education system.

The following sections provide updates regarding OSSE's work to support and evaluate quality improvement across all sectors.

### COMMON CORE EARLY LEARNING STANDARDS (CCELS)

In an effort to ensure that children participating in early learning programs throughout the District of Columbia are prepared to enter into kindergarten, OSSE partnered with the Early Childhood Leadership Institute at the University of the District of Columbia (UDC) to work with a group of early learning curriculum experts to align the Early Learning Standards last approved by the Board of Education in 2008. These updates align to the K-12 Common Core State Standards for English Language Arts and Mathematics. As a result of this work, in February 2013, the State Board of Education adopted the newly aligned state common core early learning standards.

**Alignment Process:** A collaborative effort was undertaken by OSSE's Division of Early Learning and the Early Childhood Leadership Institute at the UDC to update the alignment of the standards. The revisions made ensure that there is alignment to common core Mathematics and English Language Arts and that children transitioning to kindergarten classes are prepared to meet kindergarten expectations. Terminology has been updated, as well as student outcomes to reflect the District of Columbia's shift to K-12 common core state standards. Overall, these changes will ensure that the District's early learning professionals are operating from the same framework as their K-12 educational peers.

**Stakeholder Engagement:** In February 2013, OSSE solicited the feedback of early learning stakeholders, made up of representatives from DCPS, PCS, PCSB, CBOs, and advocacy groups on early learning

standards-roll out strategies. Additionally, in February, OSSE held early learning standards awareness-building sessions targeting child care providers to introduce the new standards and obtain feedback. Over the course of the past six months, OSSE has offered targeted professional development opportunities for child care providers focusing on the implementation of the standards.

## KINDERGARTEN ENTRY ASSESSMENT (KEA)

**The National Landscape and Kindergarten Entrance Assessments (KEAs):** In its 2010 update, the National Conference of State Legislators reported that 25 states assess some of the five school readiness dimensions (physical well-being, social/emotional development, approaches to learning, language, and cognition) defined by the National Education Goals Panel. Out of the 25 states, only 22 states assess all domains of school readiness on all incoming kindergarteners. Additionally, eighteen of the 25 states use a KEA to guide curriculum and instructional decisions, 12 states use it to determine state-level readiness and policy impact, 4 states use the information to communicate with parents, and 2 monitor the readiness of schools in order to generate school improvement. Once these data have been collected, the LEA is required to report to the state<sup>6</sup>

**Use of Assessment:** In order for schools and CBOs to prepare students for academic success, they must have information about the students. Assessments are critical to enabling informed decisions about where resources should be focused to prepare students for school. The National Association for the Education of Young Children (NAEYC) identifies five common purposes of an assessment of school readiness:

1. **Improve learning** by helping teachers adjust their teaching practices to a child's individual strengths and weaknesses.
2. **Identify children with special needs** or screen children for a more appropriate assessment of special needs.
3. **Evaluate programs** by documenting the program's impact on participants.
4. **Monitor trends** in order to help a community understand the collective impact of early childhood environments.
5. **Inform decisions** about an individual child's grade promotion, or an individual teacher's performance.

OSSE has engaged in an extensive planning and stakeholder engagement process regarding the selection and implementation of a KEA. In addition, OSSE has consulted with national experts throughout the process. The most significant outcome of this work has been the development of a clear goal and purpose for a KEA in DC – the KEA will be used by OSSE to obtain a broader perspective on the school readiness of children in the District upon kindergarten entry. In an effort to improve student outcomes, this will better position OSSE to track trends in children's learning and to align financial and professional development resources to early childhood program needs. A key consideration in the selection of a KEA is that the assessment is appropriate for all children, useful for schools and teachers, provides meaningful feedback for parents, community providers and policy makers. In moving forward, there are several options for your consideration that will fulfill the stated purpose for a KEA in the District.

Currently, there is no universally accepted state assessment used across all kindergarten classrooms in the District. Instead, there is a range of instruments used at the school level (in both DCPS and charters) for

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<sup>6</sup> Berger, A. & Stedron, J., (2010, August). National Conference of State Legislature Technical Report: State Approaches to School Readiness Assessment.

multiple purposes. At DCPS, all pre-K classrooms use Teaching Strategies Gold (GOLD), an observation-based, formative assessment. At the start of kindergarten and throughout the kindergarten year, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) tool is used in all DCPS schools as a diagnostic tool to measure predictive reading proficiency skills.

Additionally, within the charter schools, each LEA has the autonomy to identify assessment tools providing that the following criteria is met: (a) the tool is norm referenced, (b) the design is backed by a reliability study and, (c) cut scores have been prescribed. Information gathered from the PCSB 2010-2011 school performance reports show that there is a wide range of assessments used at both pre-K and K within the PCSB sector for a variety of purposes: at the kindergarten level, DRA, SAT 10, TEMA, EMA, and DIBELS were the widely regarded instruments of use; at the pre-K level only - CK-PAT, PALS, GOLD, and PPVT represented the assessments of choice. There is not a common assessment used in pre-K or K in kindergarten across all charter schools/LEAs.

The review of assessments currently used in kindergarten across the District has led OSSE to conclude that currently, there is no single assessment that is widely used that can measure children's status across all of the domains reflected in the District's pre-K standards. Given this, OSSE has taken several actions to date to move forward with a strategy to select a KEA for the District. Most notably, OSSE released an RFP earlier this year to solicit contracts for a KEA that aligned to the districts pre-K standards and the common core. This RFP yielded two responses. Among these two choices, OSSE selected GOLD. To date, OSSE has begun work on the design of a pilot of GOLD within a sample of classrooms in DCPS and the charters.

In order for the pilot to be successful, OSSE identified the need to have a sample of 23 percent of kindergarten classrooms in the District of Columbia participate. These classrooms have 1,600 students made up of English Language Learners (ELL), Specialized Education, and Free & Reduce Meals (FARM) (72 classrooms: 42 DCPS and 30 DCPCS). The professional development is planned to accommodate up to 80 kindergarten teachers.

**K-3 Consortium:** The District joined a Consortium led by North Carolina with research partners, SRI International, Child Trends, and the Build Initiative in submitting a proposal under the Enhanced Assessment Grants Program-EAG Kindergarten Entry Assessment (KEA) Competition, CFDA 84.368A of the US Department of Education to develop and enhance a kindergarten entry assessment embedded in a kindergarten through third grade formative assessment. This work will allow the District to create an alignment between early learning with K-12 education. On September 12, 2013, the grant was awarded to the North Carolina-led consortium. The District of Columbia will continue to work with the consortium in developing a K-3 assessment that is culturally and developmentally appropriate for all children. The work from the GOLD pilot will help inform the work of the consortium.

## QUALITY RATING IMPROVEMENT SYSTEM (QRIS)

OSSE has taken a great deal of time to focus on QRIS. With an eye toward school readiness, OSSE has begun linking early learning standards (what children need to know), practitioner standards (what providers/schools need to know to support young children), and program standards (what an organization needs to do to support young children and the practitioners who care for and instruct children) in the proposed QRIS. As part of the strategic planning underway as part of the Race To the Top Early Learning Challenge Grant writing process, OSSE and DME are working with stakeholders to develop a proposal for a QRIS.

## SECTION 204 (C):

## PRE- K PROGRAM ENHANCEMENT AND EXPANSION CLASSROOM PROGRAM

OSSE has awarded grants to eligible organizations to establish Pre-K classrooms that provide high-quality early educational services to children. Awards have been made to community-based organizations (CBOs) which, as defined by the Act, include Head Start and early childhood education programs operated by non-profit or faith-based organizations or for-profit organizations that participate in federally-funded and/or District-funded early childhood programs. These programs include, the Child Care Subsidy Program funded by the federal Child Care and Development Fund, as well as those funded by District of Columbia appropriated funds. These Pre-K Enhancement and Expansion Classroom Grants are one (1) year awards with up to four (4) renewable option years.

To evaluate the grant's applications, OSSE assembled a Grant Review Panel that represented a cross section of education professionals including teachers, early childhood administrators, and state education officials. With assistance from the panel, OSSE developed the criteria used to evaluate the grant proposals as shown in Table 3. Applicants could earn up to 100 points with a minimum score of 80 required for award eligibility. For FY 13, OSSE has made a total award of nearly \$6.9 million to support 38 high-quality Pre-K classrooms.

**Table 3. Pre-K Enhancement and Expansion Grant Criteria**

AREA	TOTAL
NEED	20 points
PROGRAM OBJECTIVES/WORK PLAN	30 points
TARGETED AREAS	10 points
ACCREDITATION	8 points
EXPERIENCE	10 points
EVALUATION	10 points
BUDGET	10 points
APPLICATION COMPLETENESS	2 points
<b>Maximum Score</b>	<b>100 points</b>

The OSSE Pre-K Enhancement and Expansion program has the following program requirements:

- Provide at least 6.5 hours of developmentally appropriate practice as defined by the National Association of the Education of Young Children (NAEYC) <sup>7</sup> and accepted by OSSE, five (5) days per week, 39 weeks per year for a total of at least 180 full days;
- Operate Monday through Friday., and follow the holiday and closing calendar schedule of the District of Columbia Public Schools;
- Provide services to eligible children as defined by the Pre-K Enhancement and Expansion Amendment Act of 2008. To be eligible for enrollment, a child shall be a resident of the District and become three (3) years of age on or before September 30 of the upcoming school year; or children four (4) years of age; or children who become five (5) years of age after September 30 of the upcoming school year;
- Support Universal Pre-K by reaching a wide audience through a comprehensive community outreach effort launched within the first two (2) months of the grant period;
- Purchase, inventory, and maintain required equipment and furniture, including repair and replacement of broken or damaged parts;
- Implement an early childhood curriculum aligned with Common Core Early Learning Standards approved by OSSE. The two most commonly used are Creative Curriculum and Teaching Strategies;
- Enroll and maintain a class size of more than sixteen (16) students;
- Ensure that teacher(s) and assistant teacher(s) participate in professional development activities as required;
- Participate in the on-going program assessment protocol that may include Early Childhood Environmental Rating Scale-Revised (ECERS-R), Early Language and Literacy Classroom Observation (ELLCO-Pre-K), and Classroom Assessment Scoring System (CLASS) or other instruments as approved by OSSE;
- Ensure that the classroom teacher completes at least 18 hours of early childhood certification training progressively by the end of the funding period, and that all project staff participates in the professional development activities approved by the Pre-Kindergarten Program;
- Obtain technical assistance and coaching support in the classroom from OSSE-approved Training & Technical Assistance Specialists to enhance the skills of Pre-K program professionals and expand the program's professional capacity for sustainability; and
- Provide comprehensive health and support services for all children enrolled in the program. The Grantee must provide behavioral health screenings, speech and language screenings, vision and wellness checks to children.

**Table 4. FY 13 Pre-K Enhancement and Expansion Grantees New & Renewals**

	Pre-K Grantee CBOs	Number of Classrooms	Total Enrollment
1)	Associates for Renewal in Education, Inc.	2	32
2)	Barbara Chambers Children's Center	4	64
3)	Big Mamas CDC	1	16
4)	Bright Beginnings, Inc.	2	32
5)	Bright Start CDC	1	16
6)	CentroNia	5	80
7)	Dawn to Dusk	1	16
8)	Easter Seals	1	16
9)	Edward C. Mazique	1	16
10)	Happy Faces Learning Center	1	16
11)	Jubilee Jumpstart Child Development Center	1	16
12)	Kennedy Institute Child Development Center	1	16
13)	Kiddies Kollege, Inc.	1	16
14)	Matthews Memorial Child Development Center	2	32
15)	Martha's Table Child Development Center	2	32
16)	National Children's Center, Inc.	2	25
17)	Sunshine Early Learning Center*	5	80
18)	The Geneva Ivey Day School	1	16
19)	United Planning Organization #1	1	16
20)	United Planning Organization #8	1	25
21)	United Planning Organization #20	1	16
22)	Zena's Child Development Center	1	16
	<b>TOTAL</b>	<b>39</b>	<b>610</b>

## PRE- K PROGRAM ASSISTANCE GRANTS

The goal of the Pre-K Program Assistance Grants is to increase the number of high-quality Pre-K programs available to children and families in the District of Columbia with particular attention to the development of high-quality programs in areas with the highest number of educationally "at-risk" children. The initial focus is on serving low-income and educationally "at-risk" as identified by the Risk and Reach Study performed by Child Trends, Inc. in FY 11 and FY 12. The survey revealed that children most at risk in the District of Columbia reside in Wards 1, 4, 5, 7 and 8. As a part of the grant award, OSSE provides training and assistance to the programs to build capacity and sustainability. The grants support the following activities:

- Accreditation facilitation and training;
- Instructional support and materials;

- Age-appropriate curriculum and related training;
- Facilities improvement; and
- Support for development of family engagement programs.

The OSSE Pre-K Program Assistance Grantees have the following responsibilities:

- Demonstrate, at a minimum, progress toward meeting and the sustaining high-quality Pre-K educational services beyond the receipt of grant funding.
- Utilize current assessment results (Early Childhood Environment Ratings Scale-Revised (ECERS-R), Classroom Assessment Rating Scale (CLASS), Early Language and Literacy Classroom Observation (ELLCO), if available, to inform a quality improvement plan.
- Receive coaching from a variety of OSSE approved vendors to assist in refining the work plan.
- Participate in group capacity building activities through a mandatory workshop series offered by OSSE which includes business management and financial education workshops.

**Table 5. Pre-K Program Assistance Grant Criteria**

AREA	TOTAL
NEED	20 points
PROGRAM OBJECTIVES/WORK PLAN	30 points
TARGETED AREAS	10 points
ACCREDITATION	8 points
EXPERIENCE	10 points
EVALUATION	10 points
BUDGET	10 points
APPLICATION COMPLETENESS	2 points
<b>Maximum Score</b>	<b>100 points</b>

A total of 25 Pre-K Assistance Grantees closed out in FY13. OSSE awarded a total of \$602,893 to Pre-K programs (five DCPS, six PCS, and 14 CBOs) for amounts ranging from \$15,020 to \$25,000. The outcomes that each of these Grantees have achieved at the close of the grant made toward achieving high quality (HQ) is shown in Table 6.

**Table 6. FY2011-2012 Pre-K Assistance Grantees Closeout and Outcomes**

	Program	Award	Outcomes
1)	Associates for Renewal in Education	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
2)	Barbara Chambers CDC	\$20,745	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
3)	Big Mama's CDC	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
4)	Bright Beginnings CDC	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>

5)	Bruce Monroe at Parkview Elementary DCPS	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Accreditation</li> </ul>
6)	Eagle Academy PCS	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
7)	Easter Seals CDC	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> <li>• Developed family engagement programs</li> </ul>
8)	Edward Mazique CDC	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
9)	EL Haynes PCS	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
10)	Excel Academy PCS	\$24,951	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Developed family engagement programs</li> </ul>
11)	First Rock Baptist CDC	\$16,947	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> </ul>
12)	Israel Baptist CDC	\$25,000	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> </ul>
13)	Jubilee Jumpstart CDC	\$25,000	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Developed family engagement programs</li> <li>• Trained teachers</li> <li>• Provided instructional support and materials</li> </ul>
14)	Kennedy Institute	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Trained teachers</li> <li>•</li> </ul>
15)	Lekie Elementary DCPS	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Accreditation</li> </ul>
16)	Martha's Table CDC	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Purchased age-appropriate materials and related training</li> </ul>
17)	Matthew's Memorial CDC	\$25,000	<ul style="list-style-type: none"> <li>• Provided instructional support and materials</li> <li>• Accreditation</li> </ul>
18)	Maury Elementary DCPS	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Accreditation</li> </ul>
19)	Neval Thomas	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> </ul>

	Elementary DCPS		<ul style="list-style-type: none"> <li>• Accreditation</li> </ul>
20)	Potomac Light House PCS	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Provided instructional support and materials</li> </ul>
21)	Sunshine Early Learning Center	\$25,000	<ul style="list-style-type: none"> <li>• Trained and/or consulted teachers</li> <li>• Developed family engagement programs</li> </ul>
22)	Tree of Life PCS	\$25,000	<ul style="list-style-type: none"> <li>• Purchased age-appropriate materials and related training</li> <li>• Trained teachers</li> <li>• Developed family engagement programs</li> <li>• Provided instructional support and materials</li> </ul>
23)	Washington Jewish Community Center	\$15,250	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Provided instructional support and materials</li> </ul>
24)	Washington Yu Ying PCS	\$25,000	<ul style="list-style-type: none"> <li>• Purchased age-appropriate materials and related training</li> <li>• Provided instructional support and materials</li> <li>• Trained teachers</li> <li>•</li> </ul>
25)	Watkins Elementary DCPS	\$25,000	<ul style="list-style-type: none"> <li>• Trained teachers</li> <li>• Purchased age-appropriate materials and related training</li> <li>• Accreditation</li> </ul>
	<b>TOTAL</b>	<b>\$602,893</b>	

## PRE-K FACILITIES IMPROVEMENT GRANT PROGRAM

In FY 13, OSSE initiated a first time Pre-K Facilities Improvement Grant Program designed to support quality improvement initiatives of CBOs and Family Child Development Home providers. This opportunity for both CBOs and Family Child Development home providers is a much needed opportunity that addresses environmental setting needs across the District of Columbia. The Grantees were required to demonstrate a thorough facility assessment and estimated cost analysis of needed improvements. The demonstration of the improvements must support a Section of the New Child Development Facility Regulations as published in Vol. 54 – No. 17 Friday, April 27, 2007 of District of Columbia Register. Pre-K Facilities Improvement Grants are available for up to 12 months.

**Table 7. FY13 Pre-K Facilities Improvement Grantees and Rationale**

	<b>Grantee</b>	<b>Amount</b>	<b>Rationale Highlights</b>
1)	Barbara Chambers CDC	\$25,000	1) Improving the facility by constructing a shade structure
2)	Bright Beginnings CDC	\$25,000	1) Replace current shredded rubber flooring with PebbleFlex® on two playground areas and fence in water meter in infant/toddler areas
3)	CentroNia	\$25,000	1) New facility: purchase of classroom equipment (cribs, changing tables, diving shelves, dramatic play areas, small area rugs, book shelves); blocks for play; purchase of kitchen equipment (commercial stove, commercial refrigerator)
4)	Community Educational Research Group	\$25,000	1) Extending the plumbing into proposed classrooms 2) Upgrading of heating system 3) Repair of the rooms, installation of drywall, paint 4) Installation of a drop ceiling throughout the center
5)	Dawn to Dusk	\$25,000	1) Technological upgrades to support teachers in the technology lab; upgrades such as a digital multifunction copier, software & maintenance agreement, camera's, memory cards, projector/webcam/software and mobile technology secure storage unit 2) Replacement of wiring 3) Furniture supplies: storage containers/file cabinets, book shelf's, dispensers, area rugs, sturdy step stools for sinks and counters, hands free faucet, soap/paper towel, child size table and splash mats among other items to upgrade the facility
6)	Eagle Public Charter School	\$25,000	1) Acquire and install playground equipment 2) Train teachers on "Power of Play"
7)	Easter Seals	\$25,000	1) Facility upgrades and expansion: <ul style="list-style-type: none"> <li>• Replace children's toilets and sinks</li> <li>• Tiling of bathrooms</li> <li>• Painting</li> <li>• Bulletin Boards</li> <li>• Computers installed</li> <li>• Furniture</li> <li>• Grate Removal</li> </ul>
8)	Emergent Prep Academy 1	\$25,000	1) Refurbish the classrooms. 2) Purchase playground equipment (climbers and slides) 3) Paint facility and replace flooring.
9)	Emergent Prep Academy 2	\$25,000	1) Installation of a portable ramp to allow expansion to serve infants 2) Replace tables, chairs, cubbies and shelving to upgrade classrooms 3) Purchase playground equipment to encourage learning through exploration/movement 4) Paint facility and replace flooring (flooring tile was installed in the late 1960's)

10)	Faces of Hope	\$25,000	<ol style="list-style-type: none"> <li>1) Repair fence and gate</li> <li>2) Upgrade outdoor play area to make it safer and accessible to all children served: <ul style="list-style-type: none"> <li>• 2 Peek -a-Boo fun tubes</li> <li>• 1 Teeter Totter Spring Rocker</li> <li>• 1 Naturally playful clubhouse climber</li> <li>• Modular playground surface tiles</li> </ul> </li> </ol>
11)	Happy Faces	\$25,000	<ol style="list-style-type: none"> <li>1) Ensure developmentally appropriate inclusive playground</li> </ol>
12)	Jubilee Jumpstart	\$25,000	<ol style="list-style-type: none"> <li>1) To improve the playground by installing a new fence and synthetic turf</li> <li>2) Purchase and install storage shed</li> <li>3) Purchase outdoor play and learning equipment</li> </ol>
13)	Ms. P's Unique Daycare	\$25,000	<ol style="list-style-type: none"> <li>1) Installing a retractable awning to protect the youth from inclement weather and augment recreational activities</li> <li>2) Portable wheel chair ramp to be in compliance with the ADA Act for children with special needs</li> <li>3) Installing turf on 1/2 of the playground area so that students resists falls and ultimately injury</li> <li>4) Purchasing and securing an outdoor storage unit for play equipment when the backyard recreation facility is not being used</li> <li>5) Installing an outdoor video camera system to monitor the safety of the children and staff in and around the facility</li> </ol>
14)	National Children's Center	\$25,000	<ol style="list-style-type: none"> <li>1) To improve the health and well-being for children and child care providers by removing aging, soiled carpet from eighteen early childhood classrooms and replacing with nonporous vinyl composition tile (VCT), as recommended by the American Public Health Association and the American Academy of Pediatrics</li> </ol>
15)	Southeast Children's Fund	\$25,000	<ol style="list-style-type: none"> <li>1) To purchase and secure developmentally and age appropriate playground equipment</li> <li>2) To replace the roof and install solar panels</li> </ol>
16)	St. Phillips CDC	\$25,000	<ol style="list-style-type: none"> <li>1) Installation of Security cameras</li> <li>2) Upgrade the computers in each of the classrooms</li> <li>3) Expansion of the Infant program to accommodate 40 infants and toddlers and to build up a sounder infrastructure</li> <li>4) Upgraders to help minimize the electric use, virtually cutting down the utility expenses</li> </ol>
17)	Supreme Learning Center	\$25,000	<ol style="list-style-type: none"> <li>1) The plumbing in the facility is in need of repair; the toilets are often out of order and require the facility to purchase supplies to temporarily fix the problem</li> <li>2) In order to bring the kitchen into compliance based on the DCMR all commercial kitchens must have a working hooded extinguisher installed in the facility to meet fire code (installation of a hooded extinguisher along with the blue prints)</li> </ol>
<b>TOTAL</b>		<b>\$425,000</b>	

To evaluate the grants, OSSE assembled a Grant Review Panel that represented a cross section of education professionals including teachers, early childhood administrators, and state education officials. With assistance from the panel, OSSE developed the criteria used to evaluate the grant proposals as shown in Table 9. Applicants could earn up to 100 points with a minimum score of 80 required for award eligibility.

**Table 8. Pre-K Facilities Improvement Grant Criteria**

AREA	TOTAL
Location Identification	10 points
Need	20 points
Public Benefit	5 points
Facility Assessment	10 points
Work Plan	35 points
Financial Feasibility	10 points
Evaluation Plan	10 points
<b>Maximum Score</b>	<b>100 points</b>

The Pre-K Facilities Improvement Grant funds must be spent to improve District of Columbia Pre-K child home providers and community based organizations serving children birth to 5 years old. As such, the building or home may need improvements such as improvements to building systems to meet fire and safety needs (sprinklers, ramps, etc.) or the creation of new or improved resources (playground equipment, privacy fences, landscape, etc.).

OSSE made 17 grant awards which are shown in Table 7. A total of \$425,000 was awarded to fifteen (15) CBOs and two (2) home providers in FY13.

## APPENDIX A: ALL D.C. PRE-K PROGRAMS

Programs	PK3	PK4	Grand Total
<b>District of Columbia Public Schools</b>	<b>2161</b>	<b>3422</b>	<b>5583</b>
Aiton ES	30	39	69
Amidon Bowen ES	31	37	68
Bancroft ES	42	60	102
Barnard ES	64	83	147
Beers ES	41	55	96
Brent ES*	40	48	88
Brightwood EC	40	49	89
Brookland EC at Bunker Hill	14	19	33
Browne EC	21	35	56
Bruce Monroe ES at Park View	44	60	104
Burroughs EC	23	28	51
Burrville ES	49	56	105
C W Harris ES	19	45	64
Capitol Hill Montessori School at Logan*	46	45	91
Cleveland ES	31	50	81
Davis ES	19	22	41
Drew ES	23	29	52
Eaton ES*	-	56	56
Ferebee Hope ES	15	36	51
Francis Stevens EC	35	24	59
Garfield ES	23	29	52
Garrison ES	32	40	72
H D Cooke ES	30	60	90
Hearst ES*	1	44	45
Hendley ES	15	19	34
Houston ES	19	24	43
Hyde Addison ES*	-	20	20
J O Wilson ES	51	64	115
Janney ES*	-	58	58
Kenilworth ES	16	20	36
Ketcham ES	31	40	71
Key ES*	-	40	40
Kimball ES	15	20	35
King, M.L. ES	23	41	64
Lafayette ES*	-	76	76

Langdon EC	28	29	57
Langley EC	32	30	62
LaSalle Backus EC	22	28	50
Leckie ES	45	51	96
Ludlow Taylor ES	46	55	101
M C Terrell /McGogney ES	26	23	49
Malcolm X ES	31	35	66
Mamie D Lee School	-	4	4
Mann ES*	-	39	39
Marie Reed ES	40	46	86
Marshall ES	21	33	54
Maury ES*	38	49	87
Miner ES	39	73	112
Moten ES	29	35	64
Murch ES*	-	60	60
Nalle ES	36	50	86
Noyes EC	18	25	43
Orr ES	43	60	103
Oyster Adams Bilingual School*	6	40	46
Patterson ES	31	39	70
Payne ES	35	39	74
Peabody ES (Capitol Hill Cluster)*	45	80	125
Plummer ES	16	47	63
Powell ES	35	55	90
Prospect LC	-	7	7
Randle Highlands ES	36	47	83
Raymond EC	41	60	101
Ross ES*	15	20	35
Savoy ES	30	35	65
School Within School at Logan Annex*	-	40	40
Seaton ES	31	38	69
Sharpe Health School	-	2	2
Shepherd ES*	-	38	38
Simon ES	20	32	52
Smothers ES	32	36	68
Stanton ES	32	40	72
Stoddert ES*	-	40	40
Takoma EC	32	43	75
Thomas ES	31	45	76
Thomson ES	32	34	66

Truesdell EC	31	39	70
Tubman ES	30	52	82
Turner ES	29	39	68
Tyler ES	62	80	142
Walker Jones EC	38	43	81
West EC	28	30	58
Wheatley EC	26	37	63
Whittier EC	24	29	53
Winston EC	16	20	36
* Indicated that school does not receive Title I or Head Start funding			

DC Public Charter Schools	PK3	PK4	Grand Total
<b>AppleTree Early Learning Center PCS</b>	<b>359</b>	<b>279</b>	<b>638</b>
AppleTree Early Learning Center PCS Amidon	44	-	44
AppleTree Early Learning Center PCS Columbia Heights	99	61	160
AppleTree Early Learning Center PCS Douglass Knoll	44	42	86
AppleTree Early Learning Center PCS Lincoln	35	26	61
AppleTree Early Learning Center PCS Oklahoma	95	66	161
AppleTree Early Learning Center PCS Parkland	42	44	86
AppleTree Early Learning Center PCS Riverside	-	40	40
<b>Arts and Technology PCS</b>	<b>76</b>	<b>91</b>	<b>167</b>
Arts and Technology PCS	76	91	167
<b>Bridges PCS</b>	<b>67</b>	<b>49</b>	<b>116</b>
Bridges PCS	67	49	116
<b>Capital City PCS</b>	<b>32</b>	<b>42</b>	<b>74</b>
Capital City Lower PCS	32	42	74
<b>Center City PCS</b>	<b>-</b>	<b>119</b>	<b>119</b>
Center City Brightwood Campus PCS	-	21	21
Center City Capitol Hill Campus PCS	-	16	16
Center City Congress Heights Campus PCS	-	22	22
Center City Petworth Campus PCS	-	21	21
Center City Shaw Campus PCS	-	19	19
Center City Trinidad Campus PCS	-	20	20
<b>Community Academy PCS</b>	<b>281</b>	<b>322</b>	<b>603</b>
Community Academy Amos I	71	82	153
Community Academy Amos II	100	108	208
Community Academy Amos III Armstrong	58	66	124
Community Academy Butler Bilingual	52	66	118
<b>Creative Minds PCS</b>	<b>33</b>	<b>32</b>	<b>65</b>
Creative Minds PCS	33	32	65

<b>D.C. Bilingual PCS</b>	<b>20</b>	<b>46</b>	<b>66</b>
D C Bilingual PCS	20	46	66
<b>D.C. Preparatory Academy PCS</b>	<b>148</b>	<b>139</b>	<b>287</b>
D C Preparatory Benning Campus PCS	76	74	150
D C Preparatory Edgewood Elementary Campus PCS	72	65	137
<b>DC Scholars PCS</b>	<b>51</b>	<b>39</b>	<b>90</b>
DC Scholars PCS	51	39	90
<b>E.L. Haynes PCS</b>	<b>36</b>	<b>47</b>	<b>83</b>
E L Haynes PCS Kansas Avenue Campus	36	47	83
<b>Eagle Academy PCS</b>	<b>216</b>	<b>176</b>	<b>392</b>
Eagle Academy PCS New Jersey Avenue Campus	53	30	83
Eagle Center	163	146	309
<b>Early Childhood Academy PCS</b>	<b>39</b>	<b>47</b>	<b>86</b>
Early Childhood Academy PCS Johenning Campus	13	-	13
Early Childhood Academy PCS Walter Washington	26	47	73
<b>Education Strengthens Families PCS</b>	<b>32</b>	<b>10</b>	<b>42</b>
Education Strengthens Families ESF PCS	32	10	42
<b>Elsie Whitlow Stokes Community Freedom PCS</b>	<b>19</b>	<b>27</b>	<b>46</b>
Elsie Whitlow Stokes Community Freedom PCS	19	27	46
<b>Excel Academy PCS</b>	<b>81</b>	<b>95</b>	<b>176</b>
Excel Academy PCS	81	95	176
<b>Friendship PCS</b>	<b>206</b>	<b>241</b>	<b>447</b>
Friendship PCS Blow Pierce	77	77	154
Friendship PCS Chamberlain	37	56	93
Friendship PCS SouthEast Academy	51	56	107
Friendship PCS Woodridge Campus	41	52	93
<b>Hope Community Academy PCS</b>	<b>126</b>	<b>138</b>	<b>264</b>
Hope Community PCS Lamond Campus	70	73	143
Hope Community PCS Tolson Campus	56	65	121
<b>Howard Road Academy PCS</b>	<b>52</b>	<b>67</b>	<b>119</b>
Howard Road Academy PCS Main Campus	-	2	2
Howard Road Academy PCS- Pennsylvania Ave	52	65	117
<b>Ideal Academy PCS</b>	<b>33</b>	<b>41</b>	<b>74</b>
Ideal Academy PCS North Capitol Street Campus ES	33	41	74
<b>Imagine Southeast PCS</b>	<b>54</b>	<b>57</b>	<b>111</b>
Imagine Southeast PCS	54	57	111
<b>Inspired Teaching Demonstration PCS</b>	<b>44</b>	<b>44</b>	<b>88</b>
Inspired Teaching Demonstration PCS	44	44	88
<b>KIPP DC PCS</b>	<b>302</b>	<b>306</b>	<b>608</b>
KIPP DC Discover PCS	98	104	202

KIPP DC GROW Academy PCS	104	101	205
KIPP DC LEAP Academy PCS	100	101	201
<b>Latin American Montessori Bilingual (LAMB) PCS</b>	<b>42</b>	<b>66</b>	<b>108</b>
Latin America Montessori Bilingual (LAMB) PCS	42	66	108
<b>Mary McLeod Bethune PCS</b>	<b>36</b>	<b>57</b>	<b>93</b>
Mary McLeod Bethune Day Academy PCS Slowe Campus	36	57	93
<b>Meridian PCS</b>	<b>52</b>	<b>75</b>	<b>127</b>
Meridian PCS	52	75	127
<b>Mundo Verde Bilingual PCS</b>	<b>40</b>	<b>64</b>	<b>104</b>
Mundo Verde Bilingual PCS	40	64	104
<b>Perry Street Prep PCS</b>	<b>29</b>	<b>32</b>	<b>61</b>
Perry Street Prep PCS	29	32	61
<b>Potomac Lighthouse PCS</b>	<b>50</b>	<b>48</b>	<b>98</b>
Potomac Lighthouse PCS	50	48	98
<b>Roots PCS</b>	<b>18</b>	<b>17</b>	<b>35</b>
Roots PCS	18	17	35
<b>Septima Clark PCS</b>	<b>42</b>	<b>44</b>	<b>86</b>
Septima Clark PCS	42	44	86
<b>Shining Stars Montessori PCS</b>	<b>25</b>	<b>15</b>	<b>40</b>
Shining Stars Montessori PCS	25	15	40
<b>St. Coletta Special Education PCS</b>	-	<b>10</b>	<b>10</b>
St. Coletta Special Education PCS	-	10	10
<b>Tree of Life PCS</b>	<b>35</b>	<b>44</b>	<b>79</b>
Tree of Life Community PCS	35	44	79
<b>Two Rivers PCS</b>	<b>39</b>	<b>46</b>	<b>85</b>
Two Rivers PCS	39	46	85
<b>Washington Yu Ying PCS</b>	-	<b>76</b>	<b>76</b>
Washington Yu Ying PCS	-	76	76
<b>William E. Doar Jr PCS</b>	<b>51</b>	<b>49</b>	<b>100</b>
William E. Doar Jr PCS	51	49	100

Program		PK3/4	Grand Total
<b>Pre-K Community Based Organizations</b>		<b>440</b>	<b>440</b>
ARE		20	20
Barbara Chambers		70	70
Bright Beginnings		32	32
Centronia Harvard St		80	80
Easter Seals		16	16
Happy Faces		16	16
Kennedy Institute		11	11

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Kiddies Kollege		16	16
Martha's Table		15	15
Matthew's Memorial CDC		18	18
National Children's Center		25	25
NULL		1	1
Sunshine Early Learning Center		88	88
UPO Dance Institute		15	15
Zena's CDC		17	17

## APPENDIX B: UPSFF FUNDED PRE- K PROGRAMS BY WARD

Ward	Total Sites	3- and 4-Year-Old Population <sup>1</sup>	Total Enrollment <sup>3</sup>	Total Capacity <sup>4</sup>	Capacity Utilization
Ward 1	24	-	1,404	1,415	99.2%
Ward 2	7	-	474	493	96.1%
Ward 3	8	-	384	392	98.0%
Ward 4	21	-	1,602	1,677	95.5%
Ward 5	24	-	1,726	1,779	97.0%
Ward 6	24	-	1,879	1,827	99.8%
Ward 7	23	-	2,003	2,015	99.4%
Ward 8	33	-	2,413	2,430	99.3%
<b>TOTAL</b>	<b>164</b>	<b>15,314</b>	<b>11,885</b>	<b>12,028</b>	<b>98.8%</b>

<sup>1</sup> U.S. Census Bureau, American Community Survey, 2011. Ward level data unavailable.

<sup>3</sup> Pre-K Enrollment Audit Physical Count, Washington D.C., Thompson, FS Taylor and Associates, 2012

<sup>4</sup> Classroom configuration data from DCPS and PCS, does not include April CBO grantees

## APPENDIX C: HEAD START CLASSROOMS AND CBOs

Head Start Delegate Agencies	ACF Funded Enrollment
<b>Delegate Agencies</b>	
Rosemount	193
Bright Beginnings, Inc.	46
Edward Mazique	106
Educare	51
United Planning Organization	47
<b>Direct Grantees</b>	
UDC	20
Spanish Education Development Center	170
Eagle Academy	56
<b>Total</b>	<b>689</b>